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Correlated to:
Utah Foreign Language Core Curriculum, (Developing Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
GOAL ONE: COMMUNICATE in Languages Other Than English	
<i>Rationale - Communicating successfully in other languages depends on developing facility with the languages and a familiarity with the interaction of language and culture in societies. As world boundaries continue to open, both communicatively and physically, it becomes even more important that the study of foreign languages result in a proficiency level which enables students to understand, speak, read, and write appropriately.</i>	
Standard 1.1 Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.	
Progress Indicators	
Developing	
A. Apply the sound patterns and the writing systems of the target language in a limited context.	SE/TE: 29, 89, 144, 193, 254, 308, 259, 416, 459,
B. Elaborate on needs. Incorporate basic courtesies and appropriate non-verbals into conversations.	SE/TE: 170, 217, 273, 275,
C. Elaborate on descriptions within a context.	SE/TE: 3, 4, 85, 12, 22, 26, 28, 52, 55, 57, 58, 60, 78, 81, 83, 84, 87, 89, 97, 98, 106, 107, 108, 109, 115, 141, 143, 154, 162, 173, 182, 183, 198, 203, 209, 220, 222, 225, 231, 235, 236, 245, 249, 263, 271, 275, 277, 278, 280, 281, 290, 300, 306, 317, 333, 343, 353, 362, 360, 381, 399, 409, 430, 459, 464, 467, 483
D. Discuss likes and dislikes.	SE/TE: 15, 26, 29, 52, 59, 113, 137, 197, 273, 291, 300, 329, 337, 353, 354, 362, 363, 379, 381, 399, 415, 459, 465, 493
E. State, clarify, and support opinions.	SE/TE: 24, 26, 54, 71, 83, 106, 116, 162, 165, 200, 291, 300, 307, 326, 327, 329, 335, 378, 381, 412, 414, 415, 438, 440, 441, 447, 461, 467, 483, 485, 486, 488, 489, 490
F. Provide and request clarification.	SE/TE: 41, 97, 135, 139, 141, 143, 153, 163, 200, 222, 226, 247, 252, 277, 289, 299, 327, 358, 361, 398, 407, 408, 432, 439, 463, 464, 473, 486, 490, 497
G. Use different ways to express the same idea (circumlocution).	SE/TE: 148, 380
H. Give directions, instructions, and commands in familiar situations.	SE/TE: 24, 163, 165, 169, 172, 181, 371, 384, 385, 397, 417, 423

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I. Exchange information with peers and others.	SE/TE: 7, 10, 11, 12, 23, 29, 32, 33, 42, 51, 57, 61, 69, 70, 82, 84, 97, 98, 109, 111, 113, 125, 127, 134, 135, 136, 139, 145, 148, 155, 167, 171, 190, 191, 195, 200, 201, 218, 224, 231, 246, 248, 251, 255, 259, 273, 324, 332, 334, 335, 344, 354, 362, 379, 387, 388, 411, 412, 417, 436, 438, 448, 457, 458, 461, 464, 466, 480, 482
Standard 1.2 Students understand, interpret, and respond to written and spoken language on a variety of topics.	
Progress Indicators	
Developing	
A. Respond appropriately to a series of directions, instructions, and commands.	SE/TE: 25, 36, 71, 92, 158-159, 168, 350, 353, 356, 370, 375, 382, 396 TR: Resource Book: Cap. 7A, Video Script; Cap. 7B, Video Script; Cap. 3B, Input Script; TPR Storytelling Book TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 68-69, 127-128, 136; Video Program: Cap. 7A, Cap. 7B; Audio Program: CD: 7, Cap. 3B, Tracks 1-3; 14, Cap. 7A, Track 5
B. Respond to complex oral or written descriptions.	SE/TE: 2, 8, 11, 18-19, 20-21, 25, 30, 34-35, 36, 38-39, 46-47, 50, 55, 59, 61, 62-63, 64, 66-67, 74-75, 76-77, 83, 88, 90-91, 94-95, 102-103, 104-105, 108, 112-113, 118-119, 120, 122-123, 125, 130-131, 132-133, 141, 145, 146-147, 148, 150-151, 158, 159, 160-161, 163, 164, 174-175, 178-179, 181, 186-187, 188, 189, 190, 193, 195, 198, 199, 201, 202-203, 206-207, 209, 212-213, 214-215, 216, 222, 228-229, 230, 232-233, 239-240, 241-242, 244, 250, 252, 253, 254, 256, 257, 258, 260-261, 263, 266-267, 268-269, 270, 274, 282-283, 284, 285-286, 289, 294-295, 296-297, 299, 300, 308, 310-311, 312, 314-315, 317, 320-321, 322-323, 325, 336-337, 338, 340-341, 343, 348-349, 350-351, 353, 364-365, 368-369, 371, 374-375, 376-377, 390-391, 394-395, 397, 402-403, 404-405, 406, 410, 418-419, 423, 426-427, 428-429, 431, 433, 424-443, 444, 445, 452-453, 454-455, 456, 460, 468-469, 473, 476-477, 478-479, 480, 484, 492-493, 494, 497

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<p style="text-align: right;">(Continued)</p> <p>B. Respond to complex oral or written descriptions.</p>	<p style="text-align: right;">(Continued)</p> <p>TR: Resource Book: Cap. 1A-9B, Input Script; TPR Storytelling Book; Cap. 1A-9B, Audio Script; Cap. 1A-9B, Video Script</p> <p>TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 2, 12, 14, 18, 27-28, 29-30, 36-37, 41, 44-45, 46-47, 52-53, 54-55, 59-60, 61-62, 68-69, 70-71, 78-79, 80-81, 85-86, 87-88, 92-93, 94-95, 98-99, 100-101, 107-108, 109-110, 113, 115-116, 117-118, 125-126, 127-128, 132-133, 134-135, 141-142, 143-144, 149-150, 151-152, 158-159, 160-161, 165-166, 167-168; Video Program: Cap. 3A-Cap. 9B; Audio Program: CD: 1, Para Empezar, Tracks 1, 5, 6; 2, Cap. 1A, Tracks 1-5, 13; 3, Cap. 1B, Tracks 1-5; 4, Cap. 2A, Tracks 1-5, 10; 5, Cap. 2B, Tracks 1-5, 14; 6, Cap. 3A, Tracks 1-5; 7, Cap. 3B, Tracks 1-6, 14; 8, Cap. 4A, Tracks 1-6, 11, 19; 9, Cap. 4B, Tracks 1-6, 9; 10, Cap. 5A, Tracks 1-6, 10, 15; 11, Cap. 5B, Tracks 1-6, 9, 14; 12, Cap. 6A, Tracks 1-6, 12, 14; 13, Cap. 6B, Tracks 1-6, 14; 14, Cap. 7A, Tracks 1-6, 14; 15, Cap. 7B, Tracks 1-6, 14; 16, Cap. 8A, Tracks 1-6, 9, 14; 17, Cap. 8B, Tracks 1-7, 14; 18, Cap. 9A, Tracks 1-6, 10, 15; 19, Cap. 9B, Tracks 1-6, 9, 14</p>
<p>C. Read and respond to significant details in developmentally appropriate materials.</p>	<p>SE/TE: xxxii, 2, 5, 4, 6, 10, 11, 16, 25, 26, 29, 30, 32, 33, 35, 41, 44, 50, 51, 54, 55, 57, 61, 63, 69, 71, 72, 79, 84, 85, 89, 91, 97, 100, 106, 107, 109, 110, 114, 115, 117, 125, 128, 135, 136, 137, 144, 145, 153, 156, 165, 169, 172, 173, 175, 176, 184, 191, 192, 197, 209, 210, 216, 218, 219, 220, 223, 225, 226, 227, 238, 245, 247, 255, 257, 263, 264, 271, 275, 276, 278, 279, 280, 289, 292, 297, 301, 304, 307, 308, 317, 318, 325, 326, 327, 332, 333, 334, 335, 337, 343, 346, 352, 355, 358, 359, 361, 362, 363, 366, 371, 372, 378, 380, 381, 383, 384, 385, 386, 387, 388, 389, 391, 392, 397, 400, 407, 408, 409, 411, 412, 413, 414, 416, 417, 420, 423, 424, 430, 431, 432, 433, 435, 436, 439, 440, 441, 445, 450, 450, 458, 459, 461, 463, 465, 466, 467, 470, 471, 474, 481, 482, 483, 485, 489, 490, 491, 497</p> <p>TR: Resource Book, Cap. 1A-9B, Audio Script; Fine Art Transparencies Teacher's Guide</p> <p>TECH: Practice Answers on Transparencies; Fine Art Transparencies; Vocabulary and Grammar Transparencies: 33, 89, 105, 114, 121, 129</p>

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(Continued) C. Read and respond to significant details in developmentally appropriate materials.	(Continued) TECH: Vocabulary and Grammar Transparencies: 131, 137, 148, 156, 163, 170, 171; Audio Program: CD: 1, Para Empezar, Track 2; 2, Cap. 1A, Tracks 8, 13; 3, Cap 1B, Tracks 6, 13; 4, Cap. 2A, Tracks 12, 14; 5, Cap. 2B, Tracks 6, 10; 6, Cap. 3A, Tracks 6, 15; 14, Cap. 7A, Track 10; 18, Cap. 9A, Track 7
D. Respond to speakers accustomed to communicating with language learners.	SE/TE: 71, 235
E. Use aural, visual, and contextual clues to derive meaning.	SE/TE: 20, 34, 48, 62, 76, 90, 104, 132, 147, 160, 174, 188, 193, 214, 228, 242, 253, 269, 283, 296, 310, 322, 336, 350, 364, 376, 380, 390, 404, 428, 442, 454, 468, 478, 493
F. Comprehend and respond to formal written communication such as business communication or official documents.	
G. Comprehend speech on familiar topics. Identify the main idea and supporting details in written material.	SE/TE: 2, 8, 11, 18-19, 20-21, 25, 30, 34-35, 36, 38-39, 46-47, 50, 55, 59, 61, 62-63, 64, 66-67, 74-75, 76-77, 83, 88, 90-91, 94-95, 102-103, 104-105, 108, 112-113, 118-119, 120, 122-123, 125, 130-131, 132-133, 141, 145, 146-147, 148, 150-151, 158, 159, 160-161, 163, 164, 174-175, 178-179, 181, 186-187, 188, 189, 190, 193, 195, 198, 199, 201, 202-203, 206-207, 209, 212-213, 214-215, 216, 222, 228-229, 230, 232-233, 239-240, 241-242, 244, 250, 252, 253, 254, 256, 257, 258, 260-261, 263, 266-267, 268-269, 270, 274, 282-283, 284, 285-286, 289, 294-295, 296-297, 299, 300, 308, 310-311, 312, 314-315, 317, 320-321, 322-323, 325, 336-337, 338, 340-341, 343, 348-349, 350-351, 353, 364-365, 368-369, 371, 374-375, 376-377, 390-391, 394-395, 397, 402-403, 404-405, 406, 410, 418-419, 423, 426-427, 428-429, 431, 433, 424-443, 444, 445, 452-453, 454-455, 456, 460, 468-469, 473, 476-477, 478-479, 480, 484, 492-493, 494, 497 TECH: Practice Answers on Transparencies

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Standard 1.3 Students present information, concepts, and ideas to listeners and readers for a variety of purposes.	
Progress Indicators	
Developing	
A. Explain a process using prior knowledge and experience.	SE: 149, 357, 367, 382 TE: 90, 181, 349, 353, 359
B. Give a description using complex sentence structures.	SE: 3, 4, 5, 12, 13, 23, 28, 29, 30, 37, 41, 50, 53, 55, 57, 59, 65, 69, 70, 83, 87, 98, 106, 107, 108, 109, 116, 117, 119, 125, 126, 133, 134, 183, 190, 192, 197, 198, 205, 209, 222, 226, 235, 236, 245, 246, 252, 253, 273, 276, 290, 300, 307, 313, 326, 327, 329, 339, 343, 361, 362, 363, 376, 377, 378, 379, 381, 389, 398, 399, 409, 412, 421, 441, 458, 459, 469, 483, 486, 489 TE: xxxii-a, 2, 14-a, 55, 76, 87, 150, 182-a, 182, 190, 197, 218, 254, 325, 326, 336, 338, 363, 399, 406, 407, 409, 414, 427, 432, 434
C. Produce formal and informal written communication.	SE: 4, 7, 13, 15, 22, 27, 33, 37, 57, 60, 71, 121, 165, 168, 177, 207, 217, 229, 231, 251, 258, 285, 289, 313, 330, 335, 359, 363, 365, 371, 393, 397, 419, 423, 440, 445, 447, 459, 490, 491, 495, 497 TE: 62, 106, 126-a, 130, 144, 204, 236-a, 269, 279, 312, 344-a, 379, 385, 398-a, 418, 419, 431, 438, 442, 443, 454, 466, 467, 480, 490
D. Summarize and interpret information from authentic materials and present to an audience.	SE: 25, 141, 334, 336-337, 412, 486, 489 TE: 81, 277, 282, 321, 323, 334,
E. Narrate events.	SE: 10, 12, 43, 53, 58, 78, 81, 873, 84, 93, 97, 112-113, 121, 127, 134, 135, 139, 141, 143, 147, 153, 155, 170, 171, 181, 244, 247, 249, 255, 259, 263, 270, 271, 274, 277, 278, 280, 281, 285, 304, 309, 315, 317, 341, 380, 383, 388, 415, 416, 417, 439, 461, 463, 464, 465, 466, 467, 471, 473, 486 TE: 70-a, 142, 143, 163, 164, 188, 278, 281, 283, 287, 375, 386, 395, 404, 409, 410, 460
F. Present material spontaneously on familiar topics.	SE: 33, 54, 173, 201, 261, 309 TE: 155, 156, 204, 243, 290-a, 294, 309, 436, 448-a, 457

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GOAL TWO: Gain Knowledge and Understanding of OTHER CULTURES	
<i>Rationale - Studying another language provides students a unique opportunity to understand different cultures by discovering the practices and perspectives of the target cultures.</i>	
Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.	
Progress Indicators	
Developing	
A1. Describe and analyze characteristics and behaviors of everyday life in the target cultures.	SE: xxxii, 30, 32, 33, 44, 51, 54, 61, 62-63, 64, 69, 79, 84, 115, 121, 125, 149, 153, 165, 169, 172, 191, 204, 209, 235, 238, 301, 308, 310-311, 317, 338, 371, 372, 378, 381, 384, 385, 387, 392, 397, 412, 431, 436, 444, 447, 458, 1, 3, 45, 47, 49, 51, 63, 75, 79, 85, 91, 117, 127, 133, 137, 165, 169, 173, 191, 237, 239, 301, 311, 387, 431, 437, 439 TE:
A2. Identify differences in practices among same-language cultures.	
B. Practice language and behaviors appropriate to the target cultures.	SE: 148, 170, 204, 212-213 TE: 170, 213
C. Analyze commonly held generalizations about the cultures studied.	
D. Discuss social and geographic factors that impact cultural practices.	SE: xvi-xxxi, 38, 39, 66-67, 90-91, 94-95, 97, 105, 109, 113, 115, 118-119, 122-123, 144, 146-147, 193, 174-175, 176, 181, 192, 207, 211, 216, 218, 220, 225, 226, 227, 228-229, 230, 245, 247, 257, 258, 263, 264, 271, 278, 280, 282, 283, 284, 289, 330, 346, 390-391, 400, 409, 418-419, 423, 442-443, 465, 466, 468-469, 481, 482, 485, 492-493, 494, 497 TE: xvi-xxxi, 5, 7, 15, 19, 23, 25, 67, 73, 95, 123, 129, 145, 157, 159, 163, 193, 215, 217, 219, 221, 225, 227, 245, 247, 251, 253, 255, 257, 267, 273, 275, 277, 279, 283, 303, 315, 345, 347, 349, 361, 389, 390, 399, 401, 411, 412, 415, 417, 419, 420, 429, 435, 443, 449, 455, 457, 459, 461, 465, 466, 469, 475, 479, 481, 482, 485, 489, 491, 493
E. Interpret the cultural connotations of common words, phrases, and idioms.	SE/TE: 113

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Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.	
Progress Indicators	
Developing	
A. Identify and discuss the economic and social impact of products on the world market.	SE: 109, 112-113, 117, 301, 335 TE: xvi-xxix, 79, 109, 117, 126-b, 411
B. Describe the expressive forms of the target cultures.	SE: 11, 16, 25, 35, 55, 59, 62-63, 72, 95, 100, 121, 128, 135, 141, 144, 156, 173, 176, 184, 200, 201, 210, 226, 227, 230, 243, 291, 305, 308, 312, 317, 318, 325, 330, 332, 334, 335, 336-337, 343, 400, 420, 424, 470, 473 TE: xxxii-b, 14-b, 25, 55, 59, 73, 100, 129, 135, 157, 163, 182-b, 185, 211, 290-b, 297, 308, 317, 319, 325, 329, 333, 334, 335, 398-b, 404, 427, 429 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
C. Explain and discuss objects, images, and symbols of the target cultures.	SE: 36, 79, 92, 107, 145, 148, 169, 310-311, 327, 366, TE: 7, 36, 99, 105, 107, 169, 219, 223, 334-b
D. Describe the relationship between cultural perspectives and products/contributions as reflected in visual arts, literature, music, dance, and drama.	SE: 16, 25, 38-39, 41, 44, 51, 55, 62-63, 72, 90-91, 100, 141, 184, 198, 200, 201, 205, 209, 210, 222, 223, 228-229, 238, 252, 258, 264, 292, 307, 346, 359, 364-365, 372, 383, 450, 463, 465, 474, 490 TE: 3, 11, 25, 39, 45, 51, 55, 63, 73, 91, 100, 133, 183, 185, 199, 201, 211, 239, 265, 293, 307, 347, 365, 373, 383, 451, 463, 475 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
E. Discuss external factors which impact the needs and behaviors reflected in laws, advertisements, and exports and imports.	SE: 60, 61, 79, 85, 109, 112-113, 118-119, 136, 137, 167, 173, 175, 225, 253, 271, 275, 276, 278, 285, 362, 363, 389, 407, 409, 411, 415, 417, 418-419, 432, 433, 435, 436, 440, 442-443 TE: 61, 109, 159, 173, 277, 405, 407, 433, 435, 437, 441, 443, 449, 465, 483
F. Discuss the contributions of diverse groups within the target cultures.	SE: 54, 92, 112-113, 122-123, 200, 216, 218, 220, 226, 227, 278, 281, 352, 355, 358, 360, 366, 378, 380, 381, 424, 470 TE: xxxii-b, 59, 70-b, 221, 236-b, 271, 290-b, 344-b, 345, 349, 351, 353, 355, 356, 359, 374, 379, 381, 387, 398-b, 425

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G. Discuss the effects of the target cultures on individuals within their society. Recognize and discuss the effect of target cultures on other societies.	SE: 51, 54, 79, 85, 92, 118-119, 218, 371, 380, 381, 418-419, 431, 466, 481, 483, 489 TE: 51, 79, 345, 381, 439, 448-b, 455, 457
GOAL THREE: CONNECT With Other DISCIPLINES and Acquire Information	
<i>Rationale - Connecting the target language curriculum with other parts of students' academic lives opens doors to information and opportunities which enrich their entire school and life experience. A conscious effort to make these connections will create a flow of interaction between the target language classroom and other disciplines, enriching the curricula.</i>	
Standard 3.1 Students reinforce and expand their knowledge of other disciplines through the target language.	
Progress Indicators	
Developing	
A. Transfer and apply, within a limited context, information and skills common to other disciplines and language study.	SE: xvi-xxix, 6, 13, 25, 26, 36, 55, 59, 64, 65, 92, 93, 109, 112-113, 121, 128, 141, 145, 146-147, 149, 156, 173, 174-175, 177, 184, 202-203, 205, 228-229, 231, 242-243, 253, 254, 257, 258, 259, 282-283, 285, 310, 313, 334, 336-337, 339, 346, 364, 367, 383, 390, 393, 418, 421, 441, 442, 445, 466, 468, 471, 481, 492, 495 TE: xvi-xxix, 25, 59, 62, 109, 141 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
B. Analyze the information gathered through target language resources for use in other disciplines.	SE: 55, 61, 62-63, 72, 83, 90-91, 100, 112-113, 122-123, 141, 145, 172, 197, 198, 210, 216, 223, 238, 245, 247, 254, 255, 258, 279, 292, 361, 372, 383, 400, 416, 420, 450, 463, 470, 474, 483, 485, 489, 490, 494 TE: 62, 199, 241, 244 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
Standard 3.2 Students acquire information and recognize viewpoints available through the target language and its cultures.	
Progress Indicators	
Developing	
A. Extract and discuss information from sources intended for native speakers of the target language.	SE: 26, 34-35, 61, 85, 90-91, 118-119, 136, 146-147, 167, 169, 174-175, 193, 202-203, 204, 228-229, 258, 256-257, 264, 275, 310-311, 364-365, 390-391, 417, 418-419, 442-443

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(Continued)	(Continued)
A. Extract and discuss information from sources intended for native speakers of the target language.	SE: 468-469, 492-493
B. Discuss perspectives of the target cultures using authentic sources.	SE: 26, 34-35, 61, 85, 90-91, 118-119, 136, 146-147, 167, 169, 174-175, 193, 202-203, 204, 228-229, 258, 256-257, 264, 275, 310-311, 364-365, 390-391, 417, 418-419, 442-443, 468-469, 492-493 TE: 14-b, 31, 35, 36, 38, 39, 40, 55, 59, 67, 70-b, 71, 81, 85, 89, 95, 109, 119, 126-b, 141, 169, 175, 182-b, 183, 191, 203, 207, 217, 219, 229, 236-b, 241, 251, 253, 265, 273, 275, 290-b, 297, 327, 333, 335, 337, 344-b, 398-b, 405, 409, 429, 433, 435, 437, 448-b, 455, 459, 493
GOAL FOUR: Use COMPARISONS to Develop Insight Into the Nature of Language and Culture	
<i>Rationale - Discovering patterns among language systems and cultures enhances the students' language learning experience. Students understand better their own language and culture when they are able to compare and contrast them with other languages and cultures.</i>	
Standard 4.1 Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.	
Progress Indicators	
Developing	
A. Use borrowed words correctly in the students' own language and in the target language.	SE: 113 TE: xxiii, 13
B. Use cognates correctly, within limited contexts, in the target language	SE: 6, 60, 221, 272, 327, 478 TE: 25 TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 23
C. Compare and contrast idiomatic expressions in the students' own language and in the target language.	
D. Analyze and apply, within limited contexts, the structural patterns of the target language and the students' own language.	SE/TE: 3, 5, 9, 15, 27, 31, 43, 53, 56, 59, 81, 86, 88, 99, 110, 114, 116, 127, 138, 140, 142, 155, 166, 168, 171, 183, 194, 196, 199, 219, 224, 237, 248, 250, 274, 277, 291, 302, 305, 328, 331, 345, 356, 360, 382, 399, 410, 413, 434, 437, 449, 460, 462, 484, 487 TR: Resource Book: Cap. 1A-9B, Video Script TECH: Video Program: Cap. 1A-9B: Vocabulary and Grammar Transparencies: 21-22, 24, 26, 31, 32, 40, 41, 43, 48, 49, 50, 56, 57, 63, 64, 72, 73, 74, 82, 83, 96, 102, 103, 111, 112, 119

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(Continued) D. Analyze and apply, within limited contexts, the structural patterns of the target language and the students' own language.	(Continued) TECH: 120, 136, 145, 146, 153, 162, 169
Standard 4.2 Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.	
Progress Indicators	
Developing	
A. Analyze the similarities and differences in patterns of interaction between the target cultures and the students' own culture.	SE: 30, 32, 33, 64, 69, 84, 137, 144, 148, 153, 156, 165, 169, 172, 176, 181, 191, 192, 193, 200, 220, 225, 226, 230, 235, 238, 270, 281, 289, 308, 319, 337, 338, 343, 352, 355, 358, 371, 372, 378, 381, 384, 387, 397, 401, 407, 412, 424, 441, 458, 466, 483, 485 TE: 137, 157
B. Compare and contrast a variety of behavioral patterns, including the use of nonverbals, between the target cultures and the students' own culture.	SE: 35, 44, 51, 54, 61, 63, 72, 100, 170, 186, 204, 209, 210, 212-213, 216, 217 TE: 170, 212, 213
C. Analyze the similarities or differences in cultural reaction to a local issue.	SE/TE: 284, 497
D. Discuss and explain the impact of the products /contributions from the target cultures on the students' own culture(s).	SE: 122-123, 301, 325, 326, 332, 334, 355, 366 TE: 123, 237, 301
GOAL FIVE: Participate in Multilingual COMMUNITIES	
<i>Rationale - Learning a foreign language enhances career opportunities and enriches students' personal lives. The technology revolution, international marketing, and improved transportation bring opportunities to learn, use, and enjoy a variety of languages in local, national, and international communities.</i>	
Standard 5.1 Students use language skills and cultural knowledge to connect with local, national, and international communities.	
Progress Indicators	
Developing	
A. Respond to target language information encountered in daily life.	SE: 137, 307, 363 TE: 137
B. Use resources in the community to research the target cultures.	SE: 61, 85, 307 TE: 61

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Utah Foreign Language Core Curriculum, (Developing Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
C. Establish connections with the target communities through the use of technology, media, and other authentic resources.	SE: 35, 85, 307, 363 TE: 14-b, 23, 31, 35, 39, 55, 57, 59, 67, 70-b, 71, 81, 85, 89, 94, 95, 100, 109, 119, 123, 126-b, 141, 169, 175, 182-b, 183, 191, 203, 207, 214, 217, 219, 227, 229, 236-b, 241, 244, 246, 247, 251, 258, 273, 275, 296-b, 297, 299, 307, 327, 330, 331, 332, 333, 335, 337, 344-b, 349, 390, 398-b, 403, 404, 405, 407, 409, 414, 420, 424, 426, 429, 433, 435, 437, 444, 448-b, 450, 454, 455, 459, 468, 469, 477, 483, 492, 493
D. Use authentic sources to summarize various viewpoints of other cultures toward the United States and its role in the world arena.	
E. Compare and contrast areas of interdependence among the world's communities.	SE: 315 TE: 255
Standard 5.2 Students develop skills of lifelong learners by using language for personal development.	
Progress Indicators	
Developing	
A. Observe professional or occupational interactions involving the target language.	SE: 115, 173, 201, 227, 245, 255, 276, 333, 388, 417, 439, 453, 467, 468-469, 491 TE: 277, 439, 457
B. Select and participate in activities of the target cultures.	SE: 61, 150-151, 178-179, 201, 206-207, 232-233, 245, 260-261, 286-287, 307, 314-315, 368-369, 394-395 TE: 61, 307, 413 TR: Resource Book: Cap. 3A-7B, Video Script TECH: Video Program: Cap. 3A-7B

Reference: <http://www.uen.org/core/core.do?courseNum=4700>

SE = Student Edition

TE = Teacher Edition

TR = Teaching Resources

TECH = Technology

CD = Audio CD